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ABSTRACT

This final performance report for The Free Library of Philadelphia's RDP (Reader Development Program) Tutor Orientation Project begins with a section that provides quantitative data. Actual accomplishments are then compared to the following project objectives for 1992-93: (1) provide information about RDP's advisory service to tutors and tutor trainers; (2) familiarize tutors with RDP's collection; (3) offer adult educators a variety of instructional materials for their literacy programs; (4) increase cooperation between the library and other adult education agencies and services; (5) introduce traditional services and collections of library agencies, especially those useful to literacy and adult basic education students, to adult educators; (6) increase tutors' use of RDP's satellite location; (7) enable tutors to share with their colleagues the knowledge and experience they have gained as a result of using RDP materials; and (8) determine how much impact the orientation sessions have on the use of RDP and how to continue the most successful aspects of the project. Proposed and actual expenditures are compared. Details of activities, the library's role, cooperating agencies, facilities used, and project impact are discussed. Attachments include workshop questionnaires, topical lists of books and software, workshop flyers and agenda, RDP brochures and newsletter, and a handout on using the library. (MES)

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The Free Library of Philadelphia, Final Performance Report for Library Services and Construction Act (LSCA) Title VI, Library Literacy Program

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Library Services and Construction Act Title VI
CFDA No. 84.167
Final Performance Report
December 21, 1993

Part I: General Information

1. Reader Development Program
   The Free Library of Philadelphia
   1901 Vine Street
   Philadelphia, PA 19103-1189

2. Nancy Laskowski
   (215) 686-5346

3. Grant Number R167A20339

4. Grant Award: $35,000
   Amount Expended: $35,000

Part II: Quantitative Data

Provide the following information about this project by filling in the blanks or putting a checkmark next to the answer that best describes your project. If any of the questions are not relevant to this project, write N/A.

1. What is the size of the community served by this project?

___ under 10,000
___ between 10,000 - 25,000
___ between 25,000 - 50,000
___ between 50,000 - 100,000
___ between 100,000-200,000
X over 200,000

2. What type of project was this? (Check as many as applicable)

___ Recruitment
___ Retention
___ Space Renovation
___ Coalition Building
___ Public Awareness
X Training
___ Rural Oriented
___ Basic Literacy
___ Other (describe)_____
___ Collection Development
___ Tutoring
___ Computer Assisted
___ Other Technology
___ Employment Oriented
___ Intergenerational/Family
___ English as a Second Language (ESL)

3. Did you target a particular population? (Check as many as applicable) NO

___ Homeless
___ Hearing Impaired
___ Visually Impaired
___ Learning Disabled
___ Mentally Disabled
___ Workforce/Workplace
___ Inmates of Correctional Institutions
___ Other (describe) _____
___ Homebound
___ Seniors/Older Citizens
___ Migrant Workers
___ Indian Tribes
___ Intergenerational/Families
___ English as a Second Language

4. If this project involved tutoring, what tutoring method was used? NA

___ Laubach ___ LVA ___ Michigan Method
___ Orton-Gillingham ___ Other (describe)

5. If this project involved tutoring, how was it provided? (check as many as applicable) NA

___one-on-one tutoring ___small group instruction
___classroom instruction

6.(a) If this project involved tutoring, was the learning progress of the adult literacy students quantitatively measured? ___ yes ___ no NA

(If "yes", identify any tests, questionnaires, or standard methods used and summarize student results.)

6.(b) If this project involved tutoring, were qualitative outcomes of student progress documented? ___ yes ___no NA

(If "yes", briefly describe how progress was determined and summarize student results. You may attach samples of any documents used to record observations or demonstrate outcomes.)

7. During the course of this project were any of the following items produced? If so, attach a copy to each copy of the report.

___ bibliography
___ curriculum guide
___ training manual
___ public relations audiovisual
___ training audiovisual
___ recruitment brochure
___ resource directory
X evaluation report/Workshop questionnaire
X survey
X newsletter(s)
___ other (describe)
_____
_____

8. During the course of this project:

How many adult learners were served? (i.e., individuals who made use of the library's literacy project services in some way) 25,500
Of those served, how many received direct tutoring service? NA
How many hours of direct tutoring service did they receive? NA
How many new volunteer tutors were trained? 490
How many current volunteer tutors received additional training? 144
How many volunteer tutors (total) were involved? 634
How many non-tutor volunteers were recruited? NA
How many service hours were provided by non-tutors? NA
How many librarians were oriented to literacy methods, materials, and students? NA
How many trainers of tutors were trained? 31

Part III: Narrative Report

Provide a narrative report that includes the following information:

1. A comparison of actual accomplishments to the goals and objectives set forth in the approved application. Describe any major changes or revisions in the program with respect to approved activities, staffing, and budgeting, including unspent funds. Explain why established goals and objectives were not met, if applicable.

2. Provide a comparison between proposed and actual expenditures by budget category, i.e., personnel, travel, materials, etc.

3. Provide, as appropriate, specific details as to the activities undertaken -- e.g., if library materials were acquired, describe the kinds of materials purchased; if a needs assessment was conducted, describe the results of the assessment; if training was provided, describe the training and include the dates and topics; if services were contracted out, describe the contractor's activities.

4. Describe the role the library has played in the accomplishment of the goals and objectives set forth in the approved grant, including whether the library was involved in the project's implementation or as a resource and site only.

5. Provide names of agencies and organizations recruited to volunteer their services for the literacy program or that were involved in the coordination and planning of the literacy program. Describe the nature of their role.

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6. Provide the names and locations of libraries and other sites whose facilities were used for this project.

7. Describe the impact of the Federal project on the ongoing program of the grantee.

Note: Narrative reports are not expected to exceed 20 double-spaced typewritten pages.

[Further monies or other benefits may, but not necessarily, be withheld under these programs unless these reports are completed and filed as required by existing law and regulations (20 U.S.C. 351 et seq.; 34 CFR Parts 75 and 77).]

Part III: Narrative Report

The Reader Development Program (RDP) of The Free Library of Philadelphia completed the RDP Tutor Orientation Project on September 30, 1993. The goal of the project was to orient tutors and tutor trainers to RDP as a source of instructional and leisure reading materials for adults who read on the 8th grade level or below. To achieve this goal, an adult education specialist was hired to conduct 30-minute orientation sessions at three literacy organizations and 1-and-1/2-hour and 2-hour workshops at the Central Library and the Northwest Regional Library.

Accomplishments--Goals and Objectives

This project was intended to acquaint tutors, teachers, and tutor trainers with the books, software, and advisory services available from RDP. Although the project aim of presenting 95 workshops for 1,000 participants was not reached, the basic goal was accomplished by conducting 67 workshops for 783 tutors, teachers, tutor trainers, and students. Of these, 26 were held at Free Library facilities; 23 at the Mayor's Commission on Literacy (MCOL); 13 at the Center for Literacy (CFL); and 5 at the Lutheran Settlement House Women's Program (LSH).

The specific objectives were to:

1. provide information about RDP's advisory service to tutors and tutor trainers
2. familiarize tutors with RDP's collection
3. offer adult educators a variety of instructional materials for their literacy programs

4. increase cooperation between The Free Library of Philadelphia and other adult education agencies and services, especially MCOL, CFL, and LSH

5. introduce traditional services and collections of Free Library agencies, especially those services and collections useful to literacy and adult basic education level students, to adult educators by holding training sessions at the two RDP locations

6. increase tutors' use of RDP's satellite location at Northwest Regional Library

7. enable tutors to share with their colleagues the knowledge and experience they have gained as a result of using RDP materials

8. determine how much impact the project's orientation sessions have on the use of RDP and how to continue the most successful aspects of the project.

With the exception of objective 8, all objectives were accomplished. RDP did not develop a satisfactory quantitative measure for objective 8. However, RDP staff observed a noticeable increase in patrons' understanding of RDP ordering and appointment procedures. Also, because literacy providers and students had met RDP staff at the workshops, a bond was created that helped make communications between RDP and its users less impersonal and therefore more productive.

Pre- and post-workshop questionnaires (Attachment 1) indicated that the project was successful in achieving its goal. Nearly all surveys indicated a significant increase in familiarity with different aspects of RDP. One aspect which did not show a rating increase was item C ("Please rate your familiarity with RDP advisory services"). This indicated that participants did not fully grasp the existence and value of RDP's advisory services (objective 1). Therefore the project specialist altered the

questionnaire to include the open-ended questions which would encourage participants to focus on the advisory services (Attachment 2). She also began using the term "advisory service" when describing RDP's functions, and spoke more explicitly about the advantages of consulting with RDP staff when choosing books. Before these changes, about 50% of participants indicated in the post-workshop rating that they gained greater familiarity with RDP's advisory service (a rating of 6 or above). After the changes, 73% indicated familiarity with it.

There were several other changes in the implementation of the program.

Most critical was the resignation of Bridget Martin, the project specialist, in August. Ms. Martin was offered a job as coordinator of adult literacy services in Rutland, Vermont. Because she moved out of state, the project director completed the remaining workshops.

Also, the project specialist attended the AAACE Conference rather than the LVA Conference indicated in the proposal. It was felt that the AAACE would provide broader support for the specialist to enhance her ability to train volunteers, sharpen the focus of the orientation sessions, and integrate the principles of interagency sharing.

The project's management consultant, Melissa Buckingham, resigned from The Free Library in April 1993. Her management responsibilities were assumed by Gayl Koster, Coordinator of the Office of Work with Adults and Young Adults.

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RDP increased the number of MCOL workshops from 10 to 23, with the cooperation of MCOL's new executive director. CFL workshops were to have numbered 35. However, the CFL staff did not schedule the workshops in accordance with the proposal. There were many cancellations and the project specialist often had her phone calls left unanswered. There should have been 10 LSH workshops; only 5 were held. The project specialist encountered the same types of problems as she did with CFL.

When the specialist realized she would be doing many more workshops with MCOL than planned, she and the project director decided to decrease the number of library workshops from 40 to 15. Then when it became apparent that not enough CFL and LSH workshops could be scheduled, the project team planned additional library sessions. 28 were scheduled; two were canceled because of low registration.

The major budget change was a shift from Line A, Staff, to Line G, Library Materials. This was due to the resignation of the project specialist in August. The funds that would have been spent on her salary were transferred to provide books for RDP users.

Budget

The shift in funds mentioned above did not detract from the intent of the project. The RDP materials and staff budgets, currently about $400,000, were used in conjunction with the LSCA Title VI project for materials and staff.

	Projected Expenditures	Actual Expenditures
Line A: Staff	$12,650	$ 8,213
Line C: Travel	$ 655	$ 1,044
Line G: Library Materials	$19,651	$23,467
Line H: Other	$ 2,044	$ 2,276
TOTAL	$35,000	$35,000

Details of Activities

Bridget Martin, the project specialist, was hired in October 1992. She reviewed the RDP collection of books and software. She contacted MCOL, CFL, and LSH to schedule the 30-minute tutor training sessions. She prepared lists of books to be purchased and distributed at the workshops and through RDP in response to their promotion at the workshops. She prepared lists of books on special themes, e.g., African American authors and poetry, and lists of software by subject (Attachment 3). She attended the AAACE Conference where she examined new software and books and attended workshops, particularly one on providing staff development. She designed workshop questionnaires and began presenting the workshops in November, holding six in 1992. In January 1993, she designed and mailed a survey (Attachment 4) to more than 200 adult literacy organizations served by RDP and to individual tutors and teachers who order large quantities of books from RDP. From these, Ms. Martin designed the library workshops held from March to September, focusing on one or two topics of interest to the survey

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respondents. She prepared and mailed flyers (Attachment 5) to organizations and individuals, including the survey respondents. She and the project director, Nancy Laskowski, presented the library workshops together at the Northwest Regional Library and the Central Library (Attachment 6).

In addition to the basic orientation segments, Ms. Martin presented specialized segments for MCOL, CFL, and LSH. At MCOL, she did staff development training sessions on English as a second language (ESL), writing, grammar, integrating reading and writing, family literacy, and health issues. At CFL, she did special sessions on types of RDP materials: African American history and authors, poetry, job skills workbooks, and reading comprehension. At LSH, she did a special session on using graphic organizers.

Ms. Martin adapted the sessions and workshops, revising questionnaires, lengthening the presentations, and changing workshop activities in response to written and oral feedback from the participants.

The project director arranged for reprinting of RDP Brochures (Attachment 7) and prepared two issues of PIVOT (Attachment 8). She consulted frequently with Ms. Martin on the project's progress and presented and evaluated the library workshops with her. When Ms. Martin resigned, she presented 8 tutor orientation sessions at MCOL and CFL and scheduled and conducted 4 library workshops in September 1993.

Most of the project activities were designed to fulfill the project's objectives.

To accomplish objective 1, providing information about RDP's advisory service, the brochure with information about RDP's services, hours, and phone number was distributed at all sessions. The project specialist explained the advisory service and gave examples of how tutors could use it. She emphasized that setting up appointments with RDP staff would give tutors additional information on the type and scope of materials offered by RDP (some participants set up appointments right at the workshop). Whenever possible, RDP staff members introduced themselves at workshops to emphasize their willingness to help users select the best possible books for their students.

To accomplish objective 2, familiarizing tutors with RDP's collection, the project specialist showed samples of books on a variety of topics and skill levels. She introduced participants to books that could be used as alternatives or supplements to their "favorites." Those who attended library workshops participated in an activity allowing them to study a book new to them and then to let the group know how useful they found it.

To accomplish objective 3, offering adult educators a variety of instructional materials for their literacy programs, the project specialist purchased and distributed books in RDP's collection. She chose books for their quality; she selected a variety of titles to meet the needs of students at different educational functioning levels; and she chose books that offered different perspectives for teaching certain skills. At the tutor training sessions, she distributed three or four books from different categories, usually

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I Wish I Could Write, First Impressions, Let's Look It Up, Spotlight on Literature, Book 4, and Words on the Page, the World in Your Hands. Other books distributed included The Meaning of Fractions, The New Oxford Picture Dictionary, Our Century, Building Basic Skills in Science, and You and Your Child's Teacher. Altogether, more than 3,300 books were purchased for the project and distributed at the tutor orientation sessions. Many veteran tutors and users of RDP reported that they had never known of the existence of many of the books and had been trying to make up, on their own, lessons which were covered well by the RDP materials. This was a happy discovery for them. At the library workshops, Ms. Martin also demonstrated literacy software programs, helping tutors expand their concept of materials that can be used for instruction.

To accomplish objective 4, increasing cooperation between The Free Library of Philadelphia and other adult education agencies and services, the project specialist worked with MCOL, CFL, and LSH in particular at their own tutor training sessions. She invited staff from all Philadelphia literacy agencies to come to the library workshops. She answered practical questions: e.g., can any tutor order from RDP or are only program coordinators permitted to do so? She provided participants with a forum in which to give feedback to RDP staff. Tutors from more than 50 literacy agencies participated in the library workshops.

To accomplish objective 5, introducing traditional services and collections of Free Library agencies to adult educators, Ms. Martin handed out a reprint from RDP's Curriculum Guide on using

the library with adult students (Attachment 9). She also encouraged library use by distributing books such as Spotlight on Literature and Words on the Page.... Through these books, tutors and adult students will be exposed to the kind of reading that may lead them to use the library to borrow additional pleasurable books.

To accomplish objective 6, increasing tutors' use of RDP's satellite center at Northwest Regional Library, the project team held workshops at that site, distributed "RDP at NWRL" Brochures, demonstrated the use of literacy software at all library workshops, and provided opportunities for hands-on practice with the software.

To accomplish objective 7, enabling tutors to share their knowledge and experience with their colleagues, Ms. Martin set up the session and workshops to include opportunities to discuss the books and software, to get ideas on using them, and to critically evaluate the materials. Participants concluded the hands-on activity of assessing a particular book with an oral report to the group.

To accomplish objective 8, determining how much impact the project's orientation sessions have on the use of RDP and how to continue the most successful aspects of the project, RDP collected the workshop evaluations and studied them. From these evaluations, RDP has determined that there should be more such workshops and that they should be longer. Participants also commented that they became more familiar with the variety and number of books available and learned how to use an unfamiliar title with their students.

Role of the Library

All activities were accomplished by the project specialist employed by the Reader Development Program of The Free Library of Philadelphia, with the help of RDP staff. The tutor training sessions and workshops particularly emphasized that RDP is a department of The Free Library and had been since its inception in 1967. The project specialist encouraged all tutors and students attending to use their local library branch. The library workshops were held at the Northwest Regional Library and the Central Library. Through the grant period, RDP continued its basic services of providing branch libraries, adult literacy agencies, and individual Philadelphia adults with instructional and leisure reading materials written for adults who read on the eighth grade level or below. Each book distributed by RDP is stamped "Reader Development Program, The Free Library of Philadelphia," and users who receive RDP books must pick them up at a Free Library branch, regional, or the Central Library.

Cooperating Agencies

The Reader Development Program involved three agencies in particular in this project: The Mayor's Commission on Literacy, the Center for Literacy, and the Lutheran Settlement House Women's Program. MCOL is a coordinating agency which provides training and support for literacy programs, many of them volunteer, in Philadelphia. CFL and LSH are two of the largest adult literacy agencies in the city and have been training tutors in their

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programs for years. These three organizations were involved in the RDP Tutor Orientation project from its inception and had agreed to set aside time during their own tutor training classes to have Ms. Martin address the new tutors about using RDP and its resources.

The library workshops were open to all adult literacy agencies in Philadelphia. Tutors and students from more than 50 agencies, including Community College of Philadelphia, Impact, the Mayor's Office of Community Services, and Holy Cross Baptist Church, participated.

Further cooperation on the part of the Mayor's Commission on Literacy was demonstrated by MCOL's providing publicity about RDP's workshops in its quarterly newsletter, Read On!

Facilities

The Reader Development Program of The Free Library of Philadelphia, 1901 Vine Street, Philadelphia, PA 19103-1189, was the base of operations for this project as well as the location of 21 workshops. The Northwest Regional Library, Chelten Avenue and Greene Street, Philadelphia, PA 19144, was the site for 5 workshops. The Mayor's Commission on Literacy, 1500 Walnut Street, Philadelphia, PA 19102 was the site for 23 workshops. The Center for Literacy workshops were held at various locations throughout the city, including the Bushrod Branch Library and the Frankford Branch Library, the IBM Building and the Gallery II Mall. The Lutheran Settlement House's 5 orientation sessions took place at LSH's headquarters, 1340 Frankford Avenue, Philadelphia, PA 19125.

Project Impact

The LSCA Title VI Tutor Orientation Project had a positive impact on the Reader Development Program. It provided tutors with an opportunity to see the RDP materials in a new light, to study a book unfamiliar to them, and to discuss ideas with their peers in a relaxed setting. Tutors were also given a chance to experiment with literacy software; even those who said they were uncomfortable with computers obviously enjoyed the programs.

Participants were asked to comment on elements of the workshops. Positive remarks included the following:

> "What was helpful was to see the new materials and also learn what books are useful for the different levels. It was also good to hear from other tutors what materials had worked well for them."
>
> "It was very helpful especially for me as I am new to the ESL field."
>
> "I was happy to find books for leisure that are more basic for the students I work with. It was a plus that they also relate to work."
>
> "Good Points
> "1. Informal meeting
> "2. Book displays
> "3. Introduction of speakers and their information
> "4. Interelating [sic] to one another about plans, teaching, and books."
>
> "This revised workshop format is much improved. The activity/review of books by participants helps everyone better know which books will help them. Thanks."

Suggestions for improving the workshops were:

"These workshops should be longer."

"More book displays."

"I was looking forward to more 'work.' Maybe the workshops

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time should be lengthened."

"Please set up another workshop. A workshop with students included would be nice. A workshop with a computer instructor would be nice."

"One element of the workshop that could be improved is the description/explanations of the books. I would have liked more detailed explanations of the skills emphasized in each book."

RDP staff felt that there was a new ease with which tutors who attended the orientations approached RDP, its materials, its appointment schedule, and its ordering procedures. RDP staff had a chance to meet and interact with many tutors from different agencies. Prior to these workshops, RDP staff had known most tutors only through telephone contacts. The introduction of this personal aspect has led to improved communication when tutors call to request or ask for advice about RDP materials.

RDP has received several calls asking for more workshops. It will meet these requests in the coming year through another series of 4 workshops at the Northwest Regional Library, also part of an LSCA Title VI project.

Although RDP's budget for materials is finite, and the demands on RDP resources seem infinite, the Tutor Orientation Project has helped to stretch RDP's limited supply. Tutors who have been oriented through the project are more aware of the possibilities and limitations of RDP's service. They have a greater familiarity with the type and variety of materials available for adult literacy. They are more apt to call RDP staff for advice on materials' availability and suitability.

This successful project places RDP in a strong position to

continue to support literacy organizations in Philadelphia with books, software, and advisory services. From this base, RDP will move forward to provide additional materials and additional training in the use of those materials and the resources of the entire Free Library system.

ATTACHMENTS

Attachment 1	Questionnaires
Attachment 2	Revised questionnaire
Attachment 3	Topical lists of books and software
Attachment 4	Survey
Attachment 5	Library workshop flyers
Attachment 6	Workshop agenda
Attachment 7	RDP Brochures
Attachment 8	PIVOT issues
Attachment 9	"Using the Library" handout

Pre-workshop questionnaire

Agency:

Please rate your familiarity with

not familiar very familiar

0--1--2--3--4--5--6--7--8--9--10

		Before	After
A. RDP Bibliography	A.		
B. How to order & receive RDP books	B.		
C. RDP advisory services	C.		
D. Books in Collection	D.		
E. RDP Categories	E.		
F. How to use collection at Central Library	F.		
G. RDP's collection and software preview center at NWRL	G.		

How comfortable are you with trying a book you have not used before? What helps you feel more comfortable?

If you were using a book that you did not feel was working for you, what would you do?

RDP Tutor Orientation Project

Survey for experienced students, tutors, teachers.

Agency:_____ **Date:** _____

I am answering this survey as a :

_____ **student** _____ **tutor** _____ **teacher**

Do you order independently or with the help of a coordinator?

Do you have any system of distributing books for home use to your students, e.g., only after they attend a certain number of classes?

What books from RDP have you used?

What books stand out as useful? Why?

What books stand out as not very useful? Why?

What comments did the person(s) you worked with have?

Do you have suggestions for the collections?

Reader Development Program
Free Library of Philadelphia
Tutor Orientation Project

Attachment 2

Workshop questionnaire

Agency: _____ Date: _____

Please rate your familiarity with:

not familiar very familiar
0--1---2---3---4---5---6---7----8----9---10

		Before	After
A. RDP Bibliography	A.		
B. How to order & receive RDP books	B.		
C. RDP advisory services	C.		
D. Books in Collection	D.		
E. RDP Categories	E.		
F. How to use collection at Central Library	F.		
G. RDP's collection and software preview center at NWRL	G.		

1. Who can help you choose an alternative if the book you ordered is out to stock or is not working well?

2. What helps you feel comfortable with trying a book you have not used before?

3. What should you do with RDP books that you're not using?

Titles in RDP Collection with African Am. authors:
(A Partial List) 2/93

Attachment 3

WHEN DREAMS CAME TRUE

RAISED UP DOWN SOUTH

SPOTLIGHT ON LITERATURE

1. Maya Angelou
2. Lucille Clifton
4. Langston Hughes
   Martin Luther King, Jr.
5. Langston Hughes
7. Toni Cade Bambara
   Maya Angelou
8. Langston Hughes
   Margaret Walker

EXPRESSIONS: Stories and Poems

Maya Angelou
Lanston Hughes
Sam Cornish
Toni Cade Bambera

VIEWPOINTS: Non-fiction

Bill Cosby
Carol Hazel
Martin Luther King, Jr.

story about Elizabeth Cotten

VOCABULARY AND COMPOSITION THROUGH PLEASURABLE READING

Alexandre Dumas (African-French)
Langston Hughes
Booker T. Washington
Frederick Douglass

WORDS ON THE PAGE, THE WORLD IN YOUR HANDS

Alice Walker
Nikki Giovanni
Dick Gregory

RDP Satellite Site
Software List

NW Regional Library
Greene & Chelten Ave.

Software for Math

Title	Comments
2nd Math	
Algeblaster Plus	
Algebra Concepts	
Decimal Dungeon	
Fraction Action	
GED Preparations	reading,writing, math, soc.st.
Geometric Supposer:Quadrilaterals	
In Common: Arithmetic	decimals, fractions, ESL
Interpreting Graphs	
Math Blaster Mystery Math	algebra, word problems
Math Blaster Plus	
Math Practice Level III	
Math Shop Spotlight: Fractions and Decimals I	
Math Shop Spotlight: Weights and Measures	
Math Tutor: Decimals	
Mindplay Math Magic	addition, subtraction
Number Maze	
Outnumbered	basic operations
Quarter Mile	
Quicken	finances
Royal Rules	math, critical thinking
Survival Math	problem solving
What's My Angle?	geometry

RDP Satellite Site
Software List

Northwest Regional Library
Greene & Chelten Ave.

Software for Reading Skills and Life Skills

TITLE	COMMENTS
1-2-3 Sequence Me	
Core Reading and Vocabulary Development	reading and ESL
Goal Reading Comprehension	
GED Preparations	reading, math,writing,soc. st.
Hide N Sequence	
Hot Dog Stand	problem solving, job skills
How to Read for Everyday Living	
In Common: Language Arts	literature, spelling, grammar
Info Quiz	general knowledge
Knowledge Adventure	general knowledge
Laubach Way to Reading	
Mind Castle	thinking skills
Phonics Plus	
On the Campaign Trail	civics, thinking skills, teams
Our Town Meeting	history, civics
PODD	language arts, grammar, verbs
Poetry Express	
Quicken	finances
Reading for Information	
Reading for Meaning, Level 1	
Reading Fundamental Curriculum Kit	
Reading Realities	
Sim City	social studies, civics
Skills Bank Reading, Math and Language	
Speed Reader	
Survival Math	math, problem solving
Think Quick	thinking skills, rdg.comp.
Ticket to Washington	geography, travel
Type	typing
Urban Reader	
What's the Story - Black America	
Word Munchers	phonics

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RDP Satellite Center
Software List

NW Regional Library
Greene & Chelten Ave.

Software for Social Studies and Science

Title	Comments
Adventures in North America	geography
American Discovery	geography, history
Crosscountry USA	
Drug Alert	drugs, alcohol
GED Preparations	pre-GED reading, writing, math, social studies
On the Campaign Trail	civics
Oregon Trail	history
Our Town Meeting	history, civics
Physics	science, physics
Sim City	social studies, civics
Sim Earth	science
Ticket to Washington,DC	geography, travel, DC
Where in the USA is Carmen Sandiego?	geography

Miscellaneous Software

101 Best Programs for Mac	
After Dark	
Auto Doubler	utility
Award Maker Plus	graphics
Calendar Creator Plus	
Certificate Library I	
Certificate Maker	
Copy II	utility
Day in the Life: Core	job skills
Day in the Life: Maintenance	
Learning Styles Inventory	
Mac Tool Deluxe	utility
PC Tools	utility
Type	typing

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PDP Satellite Site
Software List

NW Regional Library
Greene & Chelten Ave.

Software for Writing and Language Arts

Title	Comments
Appleworks 3.0	word processing, data base, spreadsheet
Author! Author!	
Bank Street Prewriter	workplace
Bank Street Writer Plus	
Correct Grammar	
Crossword Magic	
Crossword Mania	
Grammar	
Grammatic Mac	
Group Grammar	
In Common: Language Arts	literature, spelling, grammar
In Common: Words and Things	vocabulary
Paint With Words	vocabulary
Parts of Speech Level II	
Phonics Plus	spelling
PODD	reading, grammar, verbs
Poetry Express	
Process Writer	workplace writing
Punctuation Level II	
Resume Kit	
Resume Maker	
Scrabble	spelling, vocabulary
Sensible Grammar	
Special Writer Coach	
Spell It Plus	
Step Write Up	
Success With Writing: Teacher's Edition	
Switchboard	grammar, reading, writing
Urban Reader	reading, writing
Vocabulary Challenge	
What's the Story? - Black Americans	reading, writing
Word Attack Plus	vocabulary
Writer's Helper	
Writing Made Easy	
Writing Process Workshop: Set 1	

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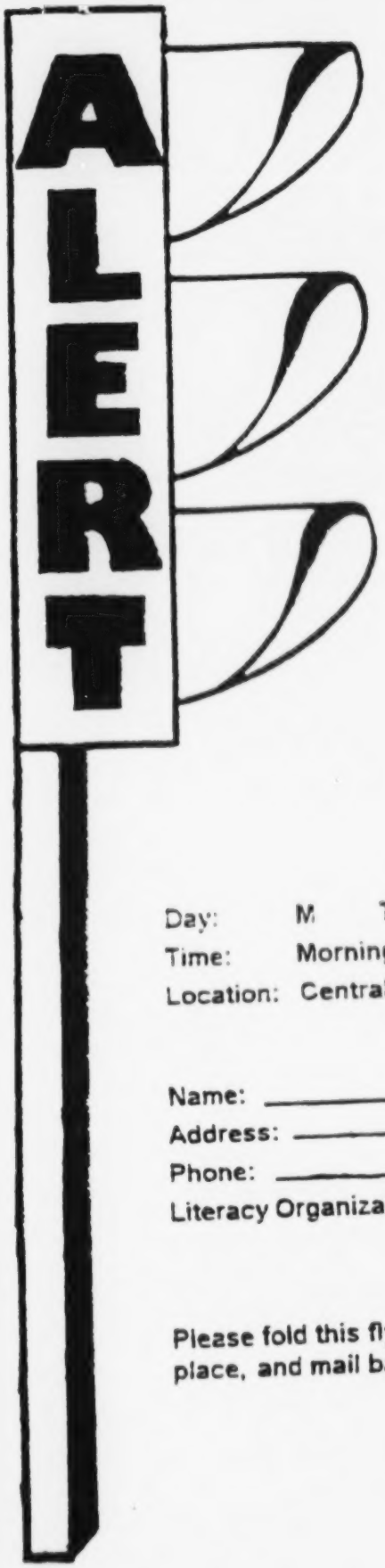

SURVEY FOR RDP

The Reader Development Program of the Free Library of Philadelphia will schedule workshops about RDP materials for tutors, students and staff. We would like to make these as useful and convenient as possible.

Please circle your preferences:

TOPICS: Leisure Reading
Reading Comprehension
Writing
Math
Life Skills
Job Skills
ESL
Science
Social Studies

Other _____

Day: M T W Th F Sat

Time: Morning Afternoon Evening

Location: Central Library (20th & Vine) or NW Regional (Greene & Chelten)

Name: _____

Address: _____

Phone: _____

Literacy Organization: _____

Please fold this flyer with address facing out, put a stamp in the appropriate place, and mail back to RDP by February 10, 1993.

THANK YOU VERY MUCH!

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ANNOUNCING

Workshops on RDP materials for tutors, students, and staff

New Books ***Computer Software*** ***Books to Keep*** ***Refreshments***

Attachment 5

Please choose your workshop number (s),
mark your calendar, and CALL 686-5346 to register.

Workshops to be held at The Central Library, 20th & Vine, Skyline Room, 4th Floor.

Time	Topics
1. Wed., March 24, 12:30-2:00PM	Reading Comp./Life Skills
2. Sat., March 27, 10:30-noon	ESL/Reading Comp.
3. Mon., March 29, 10:30-noon	Math/Leisure Reading
4. Wed., March 31, 10:30-noon	Writing/Life Skills
5. Thurs., April 15, 10:30-noon	ESL/Job Skills
6. Fri., April 16, 10:30-noon	Science/Social Studies/Math
7. Tues., April 20, 10:30-noon	Writing/Reading Comp.
8. Wed., April 28, 6:30-8:00PM	Math/Writing

Workshops to be held at Northwest Regional Library, Greene & Chelten Ave., Meeting Room, Downstairs.

9. Sat., April 3, 10:30-noon	Reading Comp/Writing
10. Thurs., April 22, 12:30-2:00PM	Math/ESL
11. Mon., April 26, 6:30-8:00PM	Life & Job Skills/Comprehension

REMEMBER TO CALL 686-5346 TO REGISTER!

These workshops are made possible through a Library Services and Construction Act Title VI grant from the United States Department of Education.

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ANNOUNCING

Workshops on RDP materials for tutors, students, and staff

New Books *Computer Software* *Books to Keep* *Refreshments*

**Please choose your workshop number (s),
mark your calendar, and CALL 686-5346 to register.**

**Workshops to be held at Northwest Regional Library,
Greene & Chelten Ave., Conference Room, Downstairs.**

	Time		Topics
1. Wed.,	May 12,	10:30AM - 12:30PM	Reading
2. Mon.,	May 17,	6:00PM - 8:00PM	Writing
3. Mon.,	May 24,	12:30PM - 2:30PM	Social Studies/Science
4. Tues.,	May 25,	10:30AM - 12:30PM	Math
5. Wed.,	June 16,	6:00PM - 8:00PM	Job Skills
6. Thurs.,	June 24,	10:30AM - 12:30PM	ESL

**Workshops to be held at The Central Library,
20th & Vine, Skyline Room, 4th Floor.**

7. Wed.,	May 26,	6:30PM - 8:30PM	ESL/Writing
8. Tues.,	June 1,	12:30PM - 2:30PM	Reading
9. Sat.,	June 5,	10:30AM - 12:30PM	ESL/Job Skills
10. Mon.,	June 7,	10:30AM - 12:30PM	Life Skills/Math
11. Wed.,	June 9,	12:30PM - 2:30PM	Math/Writing
12. Tues.,	June 15,	10:30AM - 12:30PM	Reading/Writing
13. Tues.,	June 22,	10:30AM - 12:30PM	ESL/Life Skills
14. Wed.,	June 23,	10:30AM - 12:30PM	Reading/Writing
15. Fri.,	June 25,	10:30AM - 12:30PM	Social Studies/Science
16. Mon.,	June 28,	6:30PM - 8:30PM	Reading/Math
17. Tues.,	June 29,	10:30AM - 12:30PM	Math/Job Skills

Reader Development Program
The Free Library of Philadelphia
1901 Vine Street
Philadelphia, PA 19103-1189

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REMEMBER TO CALL 686-5346 TO REGISTER!

These workshops are made possible through a Library Services and Construction Act Title VI grant from the United States Department of Education.

ANNOUNCING

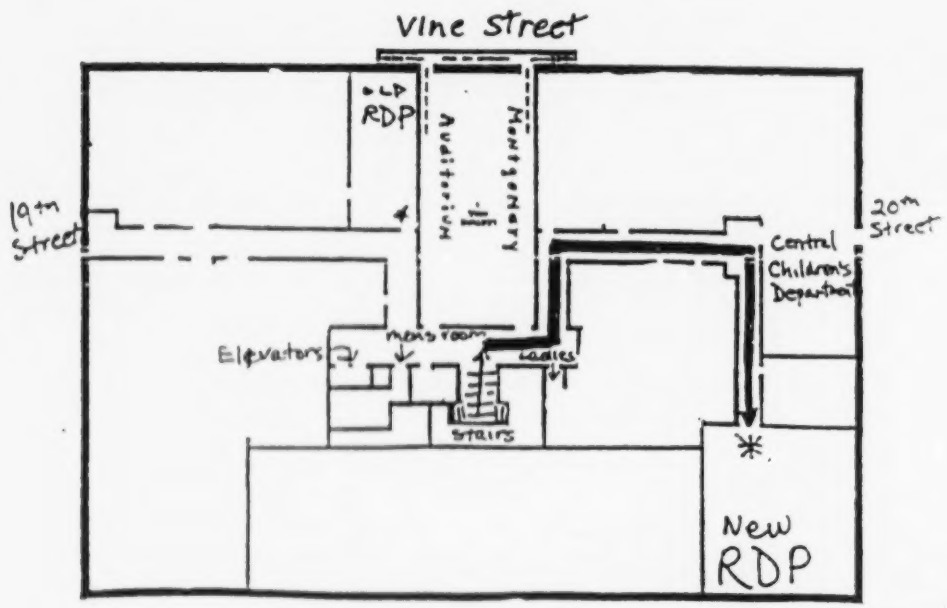
Workshops on RDP materials for tutors, students, and staff

New Books *Computer Software* *Books to Keep* *Refreshments*

Please choose your workshop number (s),
mark your calendar, and CALL 686-5346 to register

Workshops to be held at The Central Library
19th & Vine, RDP, Ground Floor

1.	Thurs.,	September 2,	10:30am-12:30pm	Reading/Social Studies
2.	Tues.,	September 14,	10:30am-12:30pm	Math/Job Skills
3.	Thurs.,	September 23,	10:30am-12:30pm	ESL/Life Skills
4.	Tues.,	September 28,	10:30am-12:30pm	Writing/Science



Reader Development Program
The Free Library of Philadelphia
1901 Vine Street
Philadelphia, PA 19103-1189

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These workshops are made possible through a Library Services and Construction Act Title VI grant from the United States Department of Education

RDP Workshops Central Library

1. Introductions of all participants

   name
   program

2. Overview of RDP - Nancy Laskowski

3. Software information - Nancy and Bridget

4. Books - Bridget and Nancy

   New leisure reading books.

   Comments on other books

5. Activity

   Identify a type of book (e.g. ESL, math, math thinking skills, reading comprehension, leisure reading, vocabulary, etc.)

   Describe what you think should be in the book (content, skills, topics, approach to adult students, reflecting diversity, etc.)

   Describe the kind of approach you think is effective (drill and practice, using student's language, isolated words vs. context, layout and presentation)

   Evaluate 1 or 2 books based on these criteria.

   Plan a lesson around a book or section of a book.
   Work with a group or individually.

   Share with other groups.

6. Evaluate the workshop.

THANK YOU FOR COMING!!

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The Free Library of Philadelphia

Attachment 7

RDP

Reader Development Program

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The Reader Development Program Helps Make Non-Readers New Readers

RDP provides books written on the 8th grade level or below to individuals and organizations in Philadelphia that are teaching reading skills to the under-educated.

The Reader Development Program Helps Non-Readers 14 Years Or Older

- who have no literacy skills
- who wish to improve their reading abiltities
- who communicate in a language other than English
- with physical illnesses which have caused them to lose their reading skills

The Demonstration Collection Has Books To Interest And Stimulate The Adult New Reader

- books on reading and math skills
- books on filling out job applications, renting a place to live, cooking, owning a car
- fiction, biography, and history books

You may borrow these books for extended periods of time. You can use them to help yourself or a friend, to teach an adult education class, to run a tutoring program for high school dropouts, or to provide supplementary materials for a social service program.

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RDP at NWRL

The Free Library of Philadelphia

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Reader Development Program

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RDP At Northwest Regional Library: Greene Street and Chelten Avenue

Tutors, teachers, administrators, and students will now be able to use a complete collection of Reader Development books at Northwest Regional Library (NWRL). This service is offered to those who find the hours or the location at NWRL more convenient.

You may:

- examine sample copies of all books available from RDP
- order books
- have your order delivered to NWRL or to the branch of your choice
- call RDP 9 a.m. - 5 p.m., Monday through Friday at 686-5346 if you have any questions about selecting the best books for your program or wish to make an appointment to consult with the RDP staff

Tutor Software Preview Center At Northwest Regional Library

At RDP's only site with computers, tutors and instructors can:

- preview new and interesting adult literacy software
- use the programs to help make purchasing decisions
- bring a student to try out the software
- rate the software on evaluation forms

Appointments May Be Necessary.
Call 685-2154 for information

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To Preview Books And Software

Visit the RDP Collection and Software Preview Center at

Northwest Regional Library
Greene Street and Chelten Avenue
Monday, Tuesday, Wednesday
12 noon to 8 p.m.
Thursday, Friday, Saturday
10 a.m. to 5 p.m.
Sunday (winter hours)
1 p.m. to 5 p.m.

To Preview Books And To Receive Expert Advice On Choosing Materials

Visit the RDP Demonstration Collection by appointment Monday through Friday 9 a.m. to 5 p.m.

The Reader Development Program
The Free Library of Philadelphia
Logan Square
1901 Vine Street
Philadelphia, Pennsylvania 19103-1189
215-686-5346

You can turn to us.

BEST COPY AVAILABLE

READER DEVELOPMENT PUBLICATIONS

- The *Reader Development Bibliography*, an annotated, graded list of all the books in the Demonstration Collection, is free for Philadelphians. It can be picked up at the RDP office or any Free Library branch.
- PIVOT, a newsletter that includes reviews of new adult education materials and information about local programs and national trends in adult education, is free upon request.

CALL READER DEVELOPMENT AT 686-5346

- for help in selecting the best books for you or your program
- for tutoring guides
- for the *Bibliography* or PIVOT
- for information about adult education programs in Philadelphia

VISIT THE READER DEVELOPMENT PROGRAM DEMONSTRATION COLLECTION
by appointment Monday - Friday, 9-5

The Reader Development Program
The Free Library of Philadelphia
Logan Square
Philadelphia, Pennsylvania 19103-1157
215-686-5346

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Reader
Development
Program

You can
turn to us.

A Publication of the Reader Development Program of The Free Library of Philadelphia

Attachment 8

Spring 1993/Vol. 22: 1

RDP OPENS SATELLITE CENTER

With the opening of its Satellite Collection and Tutor Software Preview Center in September 1992, the Reader Development Program of The Free Library of Philadelphia has begun a new chapter of its history.

A sample copy of every book selected for the RDP collection is now housed at the Northwest Regional Library, Chelten Avenue and Greene Street, Philadelphia, PA. Patrons can examine these demonstration copies to determine if a particular title is appropriate for a particular adult student or adult literacy class. Until now, patrons could examine the books only at the Central Library at 1901 Vine Street. At the satellite center, readers may visit the collection Monday, Tuesday, and Wednesday from 12 noon through 8 p.m.; Thursday, Friday, and Saturday from 10 a.m. through 5 p.m.; and Sunday (during the school year) from 1 p.m. through 5 p.m. At the Central Library, RDP is open only from 9 a.m. through 5 p.m., Monday through Friday.

The extended hours of service are just one aspect of the convenience provided to practitioners through the satellite. The Northwest Regional Library is located at a major intersection served by several bus lines. Many patrons who use public transportation can get to Northwest Regional Library more easily than they can get to the Central Library. Parking is also somewhat more convenient at the Northwest Regional Library location than at the Central Library.

At the RDP Satellite Center, tutors, teachers, administrators, and students may examine the sample copies and place an order for the books they need. These orders are faxed to RDP's main office at the Central Library. Tutors can pick up their filled orders at Northwest Regional Library or at any branch of The Free Library that is convenient for them.

The RDP Satellite Center also has two personal computers. An IBM-type computer and a Macintosh LCII are available for tutors to preview 130 adult literacy software programs. The center was intended to be used by tutors for preview purposes only. However, beginning in the spring of 1993, RDP is inviting tutors to use the center with their students for hands-on instructional sessions.

The satellite center was funded by a Library Services and Construction Act Title VI grant.

(Continued on page 2)

Literacy Information for Tutors, Teachers, Administrators, Librarians and Adult Education Professionals

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CELEBRATING OUR 25TH ANNIVERSARY

The opening of the RDP Satellite Collection and Software Preview Center marked the twenty-fifth anniversary of the Reader Development Program.

In 1966, The Free Library of Philadelphia applied for and received a $30,000 Library Services and Construction Act Title I grant to begin the Reader Development Program. RDP was created "to provide meaningful library service to thousands of Philadelphians . . . who, because of . . . lack of education, or any of a number of other social and economic reasons, do not make use of existing [library] services. Working hand-in-hand with other organizations and agencies, the Reader Development Program provides materials and services which are enabling the poor to develop and advance themselves culturally and educationally." *(From The Free Library of Philadelphia, Reader Development Program, Report for the Period June 12, 1967 - June 30, 1968).*

John Axam was appointed the first program director on June 12, 1967. The staff included three full-time librarians, four full-time clerical workers, and one full-time driver. The budget for materials in 1968 was $25,000. In the first six months of operation, RDP circulated 4,137 books to 19 agencies.

Twenty-five years later, RDP serves all Philadelphia residents, age 14 or older, who read on the eighth grade level or below, without regard to economic status. In the year ending June 30, 1992, RDP circulated 57,150 books from a materials budget of $319,000 to 226 literacy organizations. In 1992, the staff included one full-time librarian, one half-time librarian, one part-time education specialist, one full-time and two part-time clerical workers.

RDP took the opportunity to celebrate the 25 years of service by honoring staff members who were part of the original team, including John Axam, the first head of Reader Development, and Esther Roby, the clerical supervisor of RDP from 1967 to 1978. Elliot Shelkrot. President and Director of The Free Library of Philadelphia, addressed the literacy and library folk who gathered to commemorate the past and anticipate the future. Mr. Shelkrot noted RDP's achievements and exhorted those present to continue the work of empowering people through literacy.

While they shared some anniversary refreshments, visitors tried out the new software, took a new or second look at the printed materials available through RDP, and shared ideas with other literacy practitioners.

PIVOT *is published irregularly (about two times a year) by the Reader Development Program, The Free Library of Philadelphia, 1901 Vine Street, Philadelphia, Pennsylvania 19103-1189. Free subscriptions are available upon request. The contents of this newsletter were developed under a grant from the Department of Education. However, those contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government.*

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PLANS AND THOUGHTS FOR THE FUTURE

The RDP Satellite Collection and Tutor Software Preview Center will make RDP's service more accessible for many agencies and individuals.

In 1993 RDP will be conducting workshops to introduce patrons to the satellite center as part of the current Library Services and Construction Act grant. The schedule of workshops at Northwest Regional Library is

Wednesday, May 12, 1993
10:30 a.m. until 12 noon
Monday, May 17, 1993
6:30 p.m. until 8 p.m.
Monday, May 24, 1993
12:30 p.m. until 2:30 p.m.
Tuesday, May 25, 1993
10:30 a.m. until 12:30 p.m.
Wednesday, June 16, 1993
6:30 p.m. until 8 p.m.
Thursday, June 24, 1993
10:30 a.m. until 12:30 p.m.

Call (215) 686-5346 for more information.

RDP hopes that after practitioners spend a few hours at the satellite experimenting with the software they will want to return often to use the facility as it was intended. In addition to its convenient location and hours, the services available at the center will be expanded in the next two years.

At 1901 Vine Street, RDP provides a readers' advisory service to those who are selecting materials. RDP staff members are able to suggest and recommend appropriate titles for the patron's specific situation. This aspect of RDP's service is not now a component of the satellite center. Therefore, with funds obtained through future grants, RDP plans to hire a literacy print materials specialist and a literacy software specialist to meet with patrons by appointment at the Northwest Regional Library. The staff will guide the patron in his or her search for the "right" instructional materials, leisure reading books, and software for adult students.

With future funding from an LSCA Title VI grant, RDP plans to add a CD-ROM drive and, eventually, a computer/video component to the software preview center. RDP will also be incorporating evaluations of software into the next edition of the *RDP Bibliography*, scheduled for publication in November 1994.

On a more theoretical level, the RDP staff offers the following thoughts. The books and literacy software available through RDP are important tools with which to lead adult new readers to the rich world of learning. At RDP, the ultimate goal is to empower adults by means of full access to the information, inspiration, and entertainment possibilities which are available in the public library. RDP hopes that many Philadelphia adults will take their first steps toward literacy with the help of The Free Library's resources—i.e., Reader Development books and software. It is for this reason that RDP distributes novels; books on health, parenting, the community, job skills; and biography, history, geography, and religion titles as well as the reading and math instructional books so loved by tutors and teachers. With encouragement and information from RDP and from their instructors, adult learners will know enough about what's in the public library to use their local branch for personal, social, and economic growth for the rest of their lives.

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Mayor's Commission on Literacy in Philadelphia Under New Leadership

In January 1992, Donna Cooper was appointed Executive Director of the Mayor's Commission on Literacy (MCOL) in Philadelphia, replacing Thelma Reese.

Dr. Reese, Executive Director of the agency from 1988 to 1991, resigned to resume teaching and administrative duties at Community College of Philadelphia. During her tenure at MCOL, she introduced a language-experience-approach tutor training method called Gateway. Through Gateway, more than 1,500 tutors received training and were linked with students at Philadelphia literacy agencies. This cooperative effort of MCOL and literacy organizations—including RDP—was funded by the Philip Morris Corporation. The Gateway program is now being used as a model for tutor training in California and Florida.

Donna Cooper has a master's degree in Public Administration from the Fels Center of Government, University of Pennsylvania, and a master's degree in International Communication from the School of International Training. Prior to taking the helm at MCOL, Ms. Cooper developed and administered homeless support and education programs for the Mayor's Office of Community Services. She is active in the Women's International League for Peace and Freedom. She is a resident of the Fishtown neighborhood of the city and an avid user and supporter of her local branch library.

Under Ms. Cooper's direction, the Mayor's Commission on Literacy has coordinated meetings of literacy agency staff with state and federal legislators to bring the issues of adult literacy and the need for increased funding for programs to their attention; received a regional staff development grant from the Pennsylvania Department of Education and is in the process of holding 10 full-day and eight half-day workshops on topics of interest to local literacy agency staff, including assessment, recruitment and retention, multiculturalism, and health issues; received a $94,786 National Institute for Literacy grant "Learn at Home: A Philadelphia Distance Learning Project."

In addition, MCOL is continuing its tutor-training program, its referral service, its resource room, and its coordination efforts on behalf of all literacy programs in Philadelphia.

For more information on Commission activities, opportunities, and for tutor and student referrals, call (215) 875-6600.

From the cover of the Commission's Directory

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WORKPLACE Offers Career Information To ABE/GED/ ESL/Students

*by **Paul Savedow,*** WORKPLACE Librarian

When your students want to know where their new literacy skills can take them, suggest they come to the WORKPLACE at The Free Library of Philadelphia. They can find answers to the question: "What do I do next?"

The goal of the WORKPLACE is to help adults make informed decisions about jobs, career training, and education. Adults interested in exploring or changing careers, conducting a job search, writing a new resume, or preparing for job interviews can do these things at the WORKPLACE.

The WORKPLACE has books, computer software programs, and video resources useful to adults attending ABE, ESL, and GED classes at any program or agency in the Philadelphia area. Books include directories of employers, sample resumes and cover letters, and interview scripts. There are computer programs for career assessment, training and financial aid, resumes, and employment correspondence. There are videos about job interviewing, work attitudes, and career advancement. Selected books and videos are available for loan.

The WORKPLACE is located on the balcony of the Education, Philosophy, and Religion Department, which is on the second floor of the Central Library. You or your students are welcome to visit the WORKPLACE any time the Central Library is open. Group visits are welcome by appointment. Please call (215) 686-5436 for more information.

"Top Titles for Adult New Readers"

The Publisher's Liaison Committee of the Public Library Association's Adult Lifelong Learning Section has issued its first annual list of best new titles for adult new readers. The books, all written on the eighth-grade reading level or below (Fry Readability Scale), were chosen for their appeal in content, format, and art work.

RDP has added several titles on the list to its collection. We will be reviewing additional titles during the next year. RDP uses the Gunning Fog Index rather than the Fry to determine readability. We have found that most books fall into a higher reading level when measured by the Gunning Fog Index than by the Fry Readability Scale. You should determine the book's suitability for your program or library by using the reading level formula you have chosen. Above all, apply the formulas consistently—use only one formula. Otherwise you'll be mixing the classic apples and oranges with regard to reading levels and your students will be confused as a result.

A complete list of outstanding titles is available from:
Lorraine Jackson
South Brunswick Public Library
110 Kingston Lane
Monmouth Junction, New Jersey 08852
(908) 821-8224

(Continued on page 6)

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The titles chosen by RDP for inclusion in its collection are:

LET'S READ TOGETHER SERIES
Contemporary Books

WHAT WILL SCHOOL BE LIKE?
by Clairece Feagin
(1990, 42p., ISBN 0-8092-4013-0, $4.67)

When James starts first grade, he needs help setting up a homework routine. His parents and teacher meet to discuss how to keep him on track. His father decides to take a class to improve his own reading skills. This somewhat idealized situation is presented in two parts. One is from the child's point of view; the other from the parents'. Questions and explanations help to focus on the emotions of both parents and child. Illustrations reinforce the positive, multi-ethnic presentation. A novel, practical way to encourage family reading. Gunning Fog level 4.

WHY IS DADDY LEAVING?
by Clairece Feagin
(1990, 42p., ISBN 0-8092-4014-9, $4.67)

The first part of this book is a story for parents to read to children. Turn the book over and it is a story for parents alone. The theme is divorce and its impact on families. The two stories are parallel but each explores different details of adults' or children's feelings. Thought-provoking questions and suggestions for handling problems are included. The simple, focused approach and expressive illustrations make this a good addition to family literacy collections. Gunning Fog level 4.

STORIES FOR PARENTS
Contemporary Books

ANGRY FEELINGS
by Clairece Feagin
(1990, 44p., ISBN 0-8092-4141-2, $4.00)
Four stories explore ways of dealing with anger and present parents with problem situations such as responding to sibling conflicts. An introductory statement explores the issues; multiple choice questions offer possible parent actions (the "appropriate" response and an explanation are given after most questions); and critical thinking questions demand answers based on the reader's own experiences.

Parents are encouraged to seek further help if they feel it is necessary and are given directions for finding the local child abuse hotline. An important way to tell parents there are many ways of responding to children's actions. Gunning Fog level 3.

MAKING IT RIGHT
by Clairece and Michelle Feagin
(1990, 44p., ISBN 0-8092-4139-0, $4.00)

Four story-lessons focus on parent-child interactions: accident prevention, honesty and responsibility, potty training, impetuosity. Multiple-choice and discussion questions after each story help parents choose an appropriate response to children's actions. A lead-in statement and explanation of the answers support the information and

provide alternatives for parents who are limited in their responses to children's misbehavior. Gunning Fog level 4.

WORKTALES
Fearon/Janus/Quercus

THE EASY WAY
(ISBN 0-8224-7157-4)
FIGHTING WORDS
(ISBN 0-8224-7158-2)
HELP WHEN NEEDED
(ISBN 0-8224-7155-8)
THE ROAD TO SOMEWHERE
(ISBN 0-8224-7154-X)
A ROBOT INSTEAD
(ISBN 0-8224-7156-6)

All books are by Tana Reiff
(1992, 60p., $4.60)

These five books make up half of the *WORKTALES* series. Their themes, corresponding to the order in which they are listed above, are drug abuse, personal conflict, job stress and negotiating with a supervisor, test-taking terror, and the threat of technology to job security.

Reiff produces simple stories that address common yet complex situations in the workplace. The short line length (based on natural spoken-language phrasing) is popular with new readers and the characters, events, and settings are appropriate and believable.

Excellent discussion questions follow each chapter. Recommended especially for work force programs emphasizing job-related and ethical concerns. A curriculum guide (ISBN 0-8224-7161-2, $19.00) expands upon themes, lists hotlines related to the stories' topics, and includes reproducible exercises. Gunning Fog level 3-4.

These titles are available free to Philadelphia residents and literacy organizations through the Reader Development Program. Those who live outside Philadelphia should order them directly from the publishers:

Contemporary Books, Inc.
Department S93
180 North Michigan Avenue
Chicago, Illinois 60601
(800) 621-1918
FAX (312) 782-3987

Fearon/Janus/Quercus
500 Harbor Boulevard
Belmont, California 94002
(800) 877-4283
FAX (415) 595-8143

Bell Atlantic/American Library Association Awards Family Literacy Grant to RDP

The Reader Development Program of the Free Library of Philadelphia received a $5,000 grant from the Bell Atlantic/American Library Association Family Literacy Project. RDP, the Lutheran Settlement House Women's Program, and the John Moffet School will introduce library services and children's books to parents enrolled in Lutheran Settlment House Women's Progam literacy classes. In addition, the parents and children will visit local cultural sites such as the Philadelphia Museum of Art and the Balch Institute for Ethnic

(Continued on page 8)

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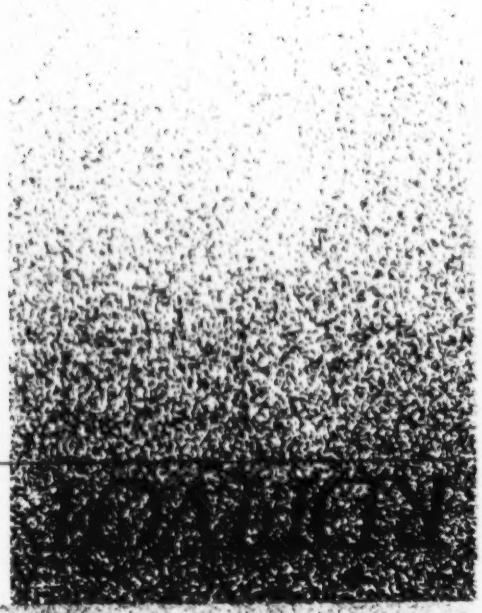

Family Literacy Grants

Continued from page 7

Studies. They will write of their experiences, and the collected writings will be published in a booklet. RDP and Lutheran Settlement House plan to use the student-produced materials in their programs.

PNC Bank and the Pew Charitable Trusts contributed additional funds for the project. These funds will be used to hire a classroom teacher and to buy family literacy materials for the adult students.

The project runs for eighteen months, from April 1993 to October 1994.

PIVOT,
the newsletter of the
Reader Development Program
The Free Library of Philadelphia
1901 Vine Street
Philadelphia, Pennsylvania 19103-1189
(215) 686-5346 • FAX: (215) 686-5346

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A Publication of the Reader Development Program of The Free Library of Philadelphia

Fall 1993/Vol. 22: 2

PIVOT

RDP SURVEY

Thanks to all of you who responded to *PIVOT*'s June survey. We realize that many of you were not available to respond by the due date, perhaps because your organization had suspended operations for the summer. Also we know that the Spring 1993 issue arrived late. Printing and mailing difficulties meant that most of you received the issue on or after the survey response deadline. We apologize for the delay and appreciate your understanding.

Please note that we are enclosing the survey form again. If you have already returned the survey from the Spring 1993 issue, you do not have to fill out the survey enclosed in this issue.

However, **if you have not returned this or the previous survey by November 30, 1993, you will be dropped from our mailing list**. Please fill out the form and return to RDP as soon as possible. We received responses from literacy agencies in Philadelphia and in other parts of Pennsylvania. We also received responses from literacy organizations, schools, and libraries in 34 states, the District of Columbia, and Canada. The largest number of responses came from New York, California, Texas, and Wisconsin.

You indicated that what you value most in *PIVOT* are brief annotated reviews of print, software, and audio-visual materials for ABE and ESL students. You also would like subject lists on special topics for literacy students, recommendations for professional reading, and summaries of major trends in the literacy field. We will certainly try to accommodate your interests.

We encourage you to share your knowledge and experiences with literacy materials with *PIVOT*'s audience. Please take the time to drop us a line or call or FAX us at 215-686-5346.

TUTOR ORIENTATION PROJECT

Beginning in October 1992, RDP offered a series of workshops for literacy program administrators, tutors, teachers, and students. The project was funded by a Library Services and Construction Act Title VI grant from the U.S. Department of Education. Bridget Martin, an experienced adult literacy instructor and co-author of RDP's *Curriculum Guide: Books and Methods for Teaching Adult Basic Education*, presented the workshops at tutor-training sessions at the Mayor's Commission on Literacy, the Center for Literacy, and the Lutheran Settlement House Women's Program. She also presented workshops, which were open to all literacy practitioners, at the RDP Satellite Center at Northwest Regional Library and at the Central Library.

The purpose of the workshops was to explain how RDP operates as a department of The Free Library of

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Philadelphia; how Philadelphians can get free books for adult new readers through RDP; and how to use the materials most effectively with groups and individuals. Selected RDP materials were distributed to those who attended. After introducing new materials and recommending older materials, Ms. Martin demonstrated several computer programs. At the workshops at the Satellite Center at Northwest Regional Library, tutors and students practiced on the IBM-compatible and Macintosh computers; at the Central Library, they used the laptop computer.

It is hard to say whether the books or the computer programs were more popular. Certainly the participants were delighted to take samples of the books back to their programs. But once they overcame their initial apprehension of the computer, they were also caught up in the fun and challenge of using the software.

Some of the books highlighted at the workshops were:

Expressions and Viewpoints (Contemporary)
First Impressions, Vols. 1 & 2 (New Readers Press)
Getting the Real Story (Seal Press)
More Than a Job (New Readers Press)
Number Sense: The Meaning of Fractions (Contemporary)
The Trip (New Readers Press)

These books are available free to Philadelphians through RDP. Those who do not live in Philadelphia should order directly from the publishers (see pages 7 & 8).

Some of the software programs the participants enjoyed were:

A Day in the Life (Curriculum Associates)
Hot Dog Stand (Wings/Sunburst)
Super Solvers Outnumbered! (The Learning Company)
Where in the U.S.A. is Carmen Sandiego? (Broderbund)

These programs are available for preview at the Northwest Regional Library.

At the workshops at the Central Library, attendees concluded the session with an activity designed to help them critically assess the printed materials. First, they listed elements they thought the books should contain, appropriate to the subject and to their students. Then they selected a book, compared it with their expectations, and shared with the group either a mini-lesson plan based on the book or an assessment of the book's strengths and weaknesses.

More than 600 persons have participated in the workshops to date. The response has been positive. Many tutors attended more than one workshop to pick up additional insights as well as additional RDP materials.

The project concluded on September 30, 1993.

FAMILY LITERACY ACTIVITIES

The Free Library of Philadelphia has received its third Bell Atlantic-American Library Association Family Literacy grant. The overall purpose of the project is to integrate a library's family literacy program or activity with that of a literacy provider. A representative from the Bell Atlantic Foundation also is involved. RDP is coordinating the project with the library, the Lutheran Settlement House Women's Program (LSH), and the John Moffet public elementary school.

Adult students enrolled in LSH's classes were canvassed regarding their interest in a

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family literacy class. Fourteen signed up for the class, led by instructor Alice Redman of LSH. Each Monday and Wednesday morning, from July 12 through August 18, the students met to improve their reading and math skills through activities emphasizing the importance of reading in the family.

The students filled out a profile of their current reading habits and set individual goals for improving their behavior at home with their children, e.g., teaching a child his letters for 15 minutes a day, five days a week; reading to a child every day for fifteen minutes; thanking a teen-aged daughter at least three times a week for her help; listening to a child read to the parent for five minutes, two days a week; teaching a child how to throw a football; visiting the library with the children twice a month. The learners reported each week on their progress toward meeting their goals.

Ms. Redman based the curriculum for the class on *We Are Family*, a text produced by LSH. She also used sections from *Be a Better Reader* (Globe Book Co.) to help students cope with the many kinds of reading they need to do every day, e.g., reading bus schedules, menus, and labels on clothes.

Adult students received several books from RDP, including *You and Your Child's Teacher* (New Readers Press). In conjunction with this, Arlene Goldsmith, reading specialist from the John Moffet School, led a discussion on parent and teacher expectations.

Barbara Baumgartner, children's specialist with The Free Library's Office of Public Service Support, introduced the adult learners to children's books, signed up the parents and their children for library cards, and demonstrated techniques to use when reading to children. These activities were conducted at Lutheran Settlement House and at the Ramonita G. DeRodriguez Branch Library. Children accompanied their parents on the trip to the library. There they heard stories told by the branch librarian, Paula Hansen, and explored the library's pre-school center. The families browsed through the toddler and pre-school books and used their new library cards to check out books, audio tapes, and videos.

The group of adult learners and their children took trips to the Philadelphia Zoo and the New Jersey State Aquarium at Camden, just across the river from Philadelphia. These trips provided the families with pleasurable and educational experiences.

The class concluded with a book-buying trip to a bookstore. The learners accumulated vouchers based on the number of activities in which they participated. They used the vouchers to purchase children's books for their home libraries.

The students recorded all these activities and their reactions to them in their journals. The writings will be gathered into a booklet and distributed to participants at the conclusion of the project, in October 1994.

Student reactions to the project have been positive. One mother who declared that she never met a teacher she liked enjoyed the session with Ms. Goldsmith, the reading specialist, so much that she continued an animated conversation with Ms. Goldsmith even after the formal session ended. Another student was enchanted by the visit to the bookstore. She had never been in one, she reported, and was looking forward to future book-buying trips on her own.

The project will include three more sessions through 1993 and 1994. Additional information on the Bell Atlantic-ALA Family Literacy Project is available from: Margaret Monsour, American Library Association, 50 East Huron Street, Chicago, Illinois 60611. Phone: (312) 944-6780.

LEARNING DISABILITIES WORKSHOP

RDP staff attended a workshop on the learning disabled presented by Dr. Richard Cooper, President of the Center for Alternative Learning and Director of Educational and Vocational Services of Learning disAbilities Consultants in Bryn Mawr, PA. The workshop was one of three offered at the Second Annual Literacy Education Conference held by the

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Philadelphia County Assistance Office (PCAO). Workshops on family literacy and distance education were also presented.

Who Are the Learning Disabled?

Individuals are broadly defined as learning disabled (LD) when their potential exceeds their achievement. They have average or above average intelligence, but their behavior differs from the norm. Disabilities run along a continuum: mild, to moderate, to severe. A person with a mild disability may not even know he/she has a problem and has learned to compensate for the difference. A person with a moderate disability manifests some behavioral problems and copes by avoiding situations that require using the imperfect skill. A person with a severe disability is truly non-functional in the area of the disability and often has developed behavioral problems which divert attention from the handicap.

According to Dr. Cooper, learning disabilities show up differently in each person, making them difficult to diagnose and treat. Individuals with learning disabilities most often have problems in four areas which affect input, processing, and output of spoken or written language: visual, auditory, right/left discrimination, and the racing mind (attention deficit disorder). Problems also occur with motor, sequencing, and organization skills.

Auditory processing problems are most responsible for reading problems. Difficulties with listening lead to difficulties in reading, spelling, and speaking. Individuals with auditory processing problems may be overwhelmed by the sounds in their environment and may not be able to isolate conversation from background noises. In a class, therefore, they may not be able to focus on the teacher's instruction.

Learning differences lead often to socially unacceptable behaviors, such as interrupting the conversation of others. While this is a characteristic of young children, some learning disabled adults also manifest this behavior. This may be related to auditory processing problems or to a short attention span that prevents LD adults from paying attention to what others are saying. When they don't listen well or when they concentrate on rehearsing a response mentally, they often make inappropriate comments. Stress, anxiety, or simple tiredness make such problems worse.

What are the larger implications of these learning problems for adults? The reading, writing, math, auditory processing, visual processing, and attention deficit disorders can turn early-education, school-related problems into life problems. The children who do not "get it" in school grow up into the adults who do not "get it" in life. Studies suggest that 40 to 60 percent of persons on welfare and in remedial adult education classes are learning disabled and have not developed compensatory skills.

For more information on learning disabilities and on Dr. Cooper's work, or to receive *The Learning disAbilities Consultants Newsletter*, contact: Dr. Richard Cooper, P.O. Box 716, Bryn Mawr, PA 19010 Phone: 215-525-8336

RDP Materials and Learning Disabled Adults

The Reader Development Program considers the needs of the learning disabled adult when evaluating materials. Staff looks for instructional texts that are appropriately illustrated and that incorporate visual explanations. A high priority is the inclusion of suggestions for hands-on activities, especially in math books. Listening and writing exercises in the text should build on visual clues. The flexibility of the material is assessed: can it be used with those who have visual problems? auditory problems? right/left discrimination problems? organization problems? attention problems? Is there a variety of exercises to accommodate adults with different learning styles? Do the books help learners compensate for their disabilities?

RDP especially recommends the following books for adults with alternative learning styles:

Frankenstein (Pendulum Press)

Looking at American Signs (NTC)
Machine Age Riddles (New Readers Press)
New Beginnings in Reading
(Contemporary Books, 1 through 8, plus Groundbreaker Exercises)
New Oxford Picture Dictionary
(Oxford University Press)
Number Sense (Contemporary)
Picture Stories (Longman)
Real Numbers : Developing Thinking Skills in Math (Contemporary)

These books are available free to Philadelphia adults and literacy organizations. Those who live outside Philadelphia should order directly through the publishers, listed on pages 7 & 8.

RECENT ADDITIONS TO THE READER DEVELOPMENT PROGRAM COLLECTION

Getting the Real Story: Nellie Bly & Ida B. Wells by Sue Davidson (The Seal Press, 1992, paper, 1-878067-16-8, $8.95) makes palpable the vitality of two proud, courageous, stubborn women who became famous as well-traveled newspaper reporters in a day when few women worked in the world of the press. Both were born in the 1860's, and both believed passionately in themselves and in their causes. Bly wrote for the *Pittsburgh Dispatch* and the *New York World*. A pioneer in investigative journalism, she committed herself to an insane asylum in order to expose its abuses. Wells was editor and part-owner of an African-American weekly, *Free Speech and Headlight*, worked at the *New York Age*, and also edited *The Conservator*. She was an anti-lynching crusader, a proponent of African-American rights, a co-founder of the NAACP, and a worker in the cause of women's suffrage. The women's flaws as well as their strengths are well-presented in this very readable parallel biography enhanced by fascinating photos. Gr. 5 Gunning Fog level.

Fables and *Folktales* by Tana Reiff (New Readers Press, 1991, paper, 0-88336-270-8; 0-88336-271-6; $4.00 each) introduce new readers to familiar classics such as "The Boy Who Cried 'Wolf' " and "Stone Soup." In her introductions, Reiff lucidly explains the origins and purposes of the two genres, and relates them to 20th century life and experience. Part of New Readers Press' *Timeless Tales* series, these books also have a place in the family literacy curriculum: By reading these tales to their children, adults transmit some of the common values of western culture through *Fables* and world culture through *Folktales*. Grade 4 Gunning Fog level.

In *Mama's Decision* by Edith Bajema (CRC Publications, 1992, paper, 1-56212-014-X, $3.95) the 84-year-old Mrs. Abado is tired, tired especially of her freeloading, jobless son Charlie and his criticism of her generosity in sheltering Denise, a homeless abused woman, and her two young boys. While Charlie concocts various arguments to convince his mother that Denise must go, Mrs. Abado faces another dilemma: Who has taken money from her wallet? Overwhelmed by these pressures, Mrs. Abado seeks strength from faith in the Lord and from prayer. In church, she confronts her own failings and through them she finds an answer to her problems. She returns home, fully in charge of herself and the situation. Inspirational but not didactic, this well-written story is realistic and uplifting. Gr. 4 Gunning Fog level.

Real Numbers: Developing Thinking Skills in Math by Alan Suter (Contemporary, 1991, paper, $5.67 each) includes the following:
Estimation 1: Whole Numbers and Decimals
(0-8092-4214-1)
Estimation 2: Fractions and Percents
(0-8092-4212-5)

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Measurement (0-8092-4208-7)
Algebra Basics (0-8092-4209-5)

In this series, Suter simply and effectively introduces the math skills necessary to cope with everyday situations. In the estimation books, he explains when and how to estimate and also how to check and evaluate answers. In the books on measurement and algebra, he breaks complex ideas into manageable segments. Each text requires knowledge of mathematical skills from addition through fractions and percents. The simple verbal explanations are enhanced with extensive visual examples and realistic word problems which provide ample opportunity to master the skills presented in each book. Gr. 5-6 Gunning Fog level.

SOFTWARE REVIEW

In 1992, Reader Development opened its Satellite Collection and Software Preview Center at the Northwest Regional Library, Chelten Avenue and Greene Street, in the Germantown section of Philadelphia. The software housed there is available for use by tutors and students in the library only.

One of the programs that tutors, teachers, and RDP staff all like is *Super Solvers Outnumbered!* from The Learning Company (IBM or Macintosh: $59.95; 3.5" or 5.25" disks).

This program provides drill and word problems for basic mathematics functions: addition, subtraction, multiplication, and division. The student starts on a trainee level, with very simple addition and subtraction exercises: e.g., 5 + 3 = ?

At this level, the student receives on-screen instructions on how to play the game. The exercises become slightly more challenging as the student solves the game puzzles and is "promoted." The game can be customized to change the level of difficulty; to include multiplication and division drills; to present the problems in varied formats: e.g., ? + 3 = 8; and to select which numbers from 1 to 12 are to be used in the drill questions. There is also a "drill for skill" variation with options similar to those of the customized game, which gives the student repeated practice in selected math skills.

The object of *Super Solvers Outnumbered!* is to catch the Master of Mischief in a TV station. The student enters rooms in the station, solves a word problem, and collects visual clues to match with a secret code. As the student proceeds through the station, he/she "zaps" enemies, solves the drill problems, and captures a piece of the secret code. When the student matches the secret code to the clues in one of the rooms, he/she discovers the Master of Mischief's hiding place.

Don't be put off by the childish aspects of this game. It is actually quite entertaining for adults. The musical accompaniment, Mozart's 40th Symphony, and other sound effects can be turned off through the "Options" feature. The graphics are colorful, detailed, and humorous. The "detective" struts through the station with a sassy step and rebounds with panache from collisions with doors and furniture. As with many video games, this program is addictive, and you'll want to keep playing it over and over.

Disadvantages? The set-up time and pauses take too long. The math drills are quite basic with little variety. The word problems have a 5.4 reading level inconsistent with the drills and the manual is written on the 6th grade level. But because adult students who read even on the fifth or sixth grade level often have trouble with arithmetic skills, this should not pose a major problem.

Overall, the drills, the word problems, the coherent manual, and the presentation make *Super Solvers Outnumbered!* valuable for adult literacy programs with a math component, as well as for families with children from 7-12.

Super Solvers Outnumbered! can be previewed at the Northwest Regional Library, Chelten Avenue and Greene Street, in Philadelphia. Literacy agencies inside and outside Philadelphia wishing to purchase the software may do so directly from the distributor.

Philadelphia County Assistance Office New Directions Program

The New Directions Program of the Pennsylvania Department of Public Welfare was initi-

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ated in 1987 to help public assistance recipients obtain jobs. Clients develop an employment plan with the help of a counselor and are referred to education, job training, or job placement services as appropriate. The Central Literacy Education Unit, a support unit of the New Directions Program, encourages PCAO staff to work with existing resources in the community, such as the Center for Literacy or the Reader Development Program of The Free Library of Philadelphia, in order to expedite placement.

Since 1987, New Directions has placed almost 200,000 clients, including 37,429 in education programs and 95,583 in job training programs. Direct job placements saved $53 million in cash grants during 1991-92. Of New Directions clients who got jobs, 74% were not on cash assistance two years later although they had been on cash assistance an average of six years prior to placement.

PCAO Literacy Education Conference

The Philadelphia County Assistance Office Second Annual conference, held July 27, 1993 at the CoreStates Development Center, was a collaboration of local business, education, and literacy providers who presented workshops and displayed resource materials on adult literacy programs for approximately 100 PCAO staff members.

The Reader Development Program participated in the conference by setting up resource tables. Brochures on RDP's service at the Central Library and at Northwest Regional Library and more than 500 instructional and leisure reading books from RDP were distributed to the PCAO staff. Case workers will use the books to help clients in adult education programs and to inform clients about literacy services, including RDP.

The Mayor's Commission on Literacy and Drexel University's Office of Computing Services also displayed their resources, including adult literacy software programs.The PCAO conference was coordinated by Barry Salandro, supervisor of the Central Literacy Education Unit. For more information on the conference or on New Directions, contact Mr. Salandro at Commonwealth of Pennsylvania, Philadelphia County Assistance Office Central Literacy Education Unit, 1400 Spring Garden Street, Philadelphia, PA 19130. Phone: (215) 560-3417.

PUBLISHERS AND DISTRIBUTORS

All print materials mentioned in *PIVOT* are available free to Philadelphians through the Reader Development Program. The only exception is *We Are Family* which is available directly from Lutheran Settlement House, listed below. Those who live outside Philadelphia should order books directly from the publisher or distributor. Software should be purchased directly from the producer or distributor. Following is an alphabetical list of publishers and distributors of materials mentioned in this issue.

Broderbund Distributed by Educational Resources
1550 Executive Drive, Elgin,Illinois 60123
(800) 624-2926 In Illinois: (708) 888-8300

Contemporary Books, Inc.
Two Prudential Plaza, Suite 1200
180 North Stetson Ave., Chicago,Illinois 60601-6790
(800) 621-1918 FAX: (312) 540-4687

CRC Publications
2850 Kalamazoo Avenue SE
Grand Rapids, Michigan 49560

Curriculum Associates,Inc.
5 E Squire Road
North Billerica, Massachusetts 01862-2589
(800) 225-0248 (508) 667-8000 FAX: (508) 667-5706

Globe Book Company
4350 Equity Drive, P.O. Box 2649
Columbus, Ohio 43216
(800) 848-9500

The Learning Company
6493 Kaiser Drive, Fremont, CA 94555
(800) 852-2255

Longman Publishing Group
95 Church Street
White Plains, New York 10601-1566
(800) 447-2226 (914) 993-5000

Lutheran Settlement House Women's Program

1340 Frankford Avenue, Philadelphia, PA 19125
(215) 426-8610 FAX: (215) 426-0581

New Readers Press
Department 74, P.O. Box 888, Syracuse, New York
13210- 0888
(800) 448-8878 FAX: (315) 422-5561

Publishers continued on back page

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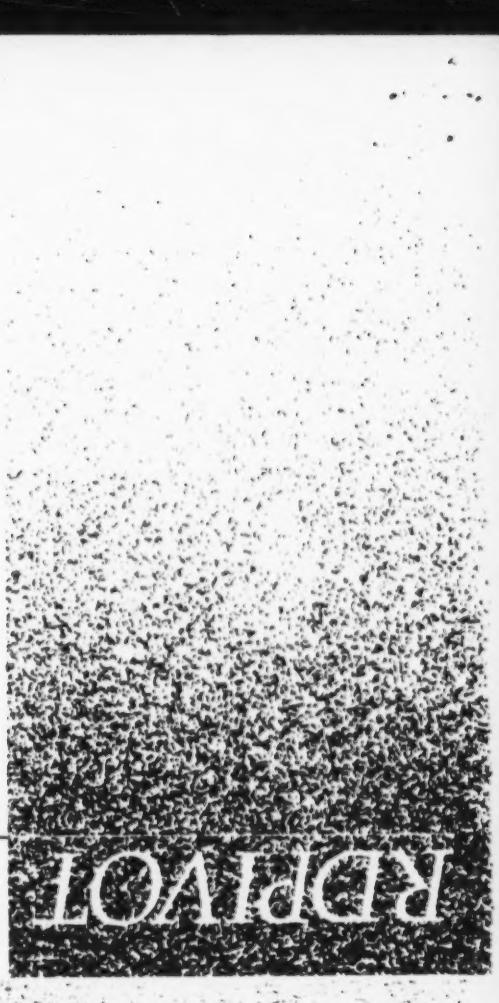

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Philadelphia, PA 19103

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Publishers/Distributors Continued

NTC Publishing Group
4255 West Touhy Avenue
Lincolnwood, Illinois 60646-1975
(800) 323-4900 (708) 679-5500 FAX: (708) 679-2494

Oxford University Press, Order Department
2001 Evans Road
Cary, North Carolina 27513
(800) 451-7556

Pendulum Press,Inc.
237 Saw Mill Road
Box 509, West Haven, Connecticut 06516
(203) 933-2551 FAX (203) 933-5276

Seal Press
Distributed by Publishers Group West
P.O. Box 8843
Emeryville, California 94662
(800) 788-3123

WINGS for Learning
1600 Green Hills Road
P.O. Box 660002
Scotts Valley, California 95067-0002
(800) 321-7511 FAX: (408) 438-4214

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HOW YOUR LIBRARY CAN HELP YOU*

The public library is an important resource for tutors and their students. In fact, it is one of the most important resources available to us, third only to the instructional materials we use in our lessons and the knowledge we get from other experienced tutors and trainers.

Those of us who live in communities in which public libraries are deeply involved in literacy activities may take the role of the library for granted. The rest of us may not have even considered the opportunities for learning which libraries offer. Putting aside the literacy programs that libraries may be providing, let us explore what traditional public library services can offer us and our students.

The public library is the People's University. It is a place where the world's best and most thought-provoking writing is not only stored but is also made available for everyone in the community to use. Here, adult learners can practice their newly-acquired skills. Here they can begin to open the doors that were closed to them as nonreaders. In the public library, they have access to educational, recreational, informational, and cultural resources that can change their lives.

How can students and tutors make use of public library services? First, it is important to remember that every library is special, and every library is different. In fact, in larger communities, you may have more than one public library from which to choose. Pick the one that will be easiest for your student to reach and to use.

Before taking your student to the public library, you may need to do a little exploring yourself, becoming familiar with the layout of the building, the hours of service, accessibility by public transportation, and other pertinent information. This would also be a good time to introduce yourself to the library clerk or assistant. As the person who has closest contact with the public, she or he may be the best person to ask about library hours and rules.

*This section first appeared in 1984 as chapter 16 of the *Handbook for Volunteer Reading Aides,* edited by Martha A. Lane, and published by Lutheran Church Women, 2900 Queen Lane, Philadelphia PA 19129. Our thanks to LCW for permission to edit it slightly and reprint it.

You should also introduce yourself to the librarian; in a large library there may be several and you will eventually get to know most of them. Talk to the librarian about your plans for exploring and using the library with your students. She or he may have ideas about parts of the library and its materials that would be particularly interesting. You and the librarian will want to decide the most appropriate time to introduce your students to the library staff.

General Information About Libraries

The next thing you should do is look around the library. While you may want to save some exploration for a later visit with your students, you should at least get a general idea of:

- the catalog
- the arrangement of books and other library materials
- the location of magazines, newspapers, and microfilm
- special collections and where they are housed
- audio-visual material -- recordings, films, etc.

All public libraries have catalogs of their materials. Catalogs may, in this technological age, be on computers, on microfiche, in book form, or in card files. The essential thing to remember is that, whatever their format, catalogues all serve the same purpose: to help people find the materials they want.

You might want to ask the librarian or library assistant to show you how the catalog works in your library. Catalogs may be arranged in one of several ways:

- all one alphabet
- separate adult and children's cataogs
- separate catalogs for authors, titles, or subjects

Even the simplest catalogs, those that have everything filed together in one alphabet, can be a little confusing, because librarians sometimes alphabetize differently from the rest of us. If you can't find what you are

looking for, always ask the library staff to help you -- it's their job.

Most books can be found in the library's catalog in three ways: by author, by title, and by subject. Once you have found the book in the catalog, the next step is to find it in the library. The catalog tells you how to do this.

To the left of the book title, or before or after the entry, there will be a location symbol. It could be a series of numbers and letters, like these:

541.5 R66 or 915.6 Sa5i or 327.42 F66

The location symbol might also be "F" or "Fiction", or "B" or "Bio" or "Biography". Your library should have signs to show you the location to which these symbols refer.

The books in your public library are probably arranged using the Dewey Demimal Classification System. This means that the books that are similar in subject will be close together on the library shelves. Also, every book in your library has a different number. Even books on the same subject by the same writer will have a slightly different number, so that they can be located easily.

These are the general categories in the Dewey Decimal System:

000-099	general subjects, including encyclopedias
100-199	philosophy and psychology
200-299	religion and mythology
300-399	social sciences, including economics and education
400-499	language, including dictionaries in English and in other languages
500-599	science
600-699	applied science, including medicine, gardening, home economics, and business
700-799	fine arts, including photography, movies and television, and music (and for some strange reason, sports!)
800-899	literature

900-999 history and travel

Fiction is usually separate from nonfiction. Some libraries also put biographies and autobiographies in a separate section.

If you come to the library often, you will learn to find some of your favorite subjects without looking them up in the catalog. You may already know that cookbooks, for example, are in section 641, or that sports books are shelved in section 796.

Visit The Library With Your Student

You have probably realized by now that to use the library independently, your students will need to be fairly proficient and confident readers. It is important, however, that students become comfortable and familiar with the library gradually, so that their library skills can grow along with their reading skills.

The best way to make sure that your students have the library skills that they will need to become independent library users is to prepare library lessons based on both the needs and interests of your students and the resources of your public library. In the beginning, you will need to accompany students on every library visit. As your students become better readers, you may want to suggest independent work in the library.

The following suggestions for library lessons are arranged in order of difficulty. You can schedule them to fit your students' needs.

1. The first visit

   This should be a brief exploratory visit. Try to focus on some particular student interests. Sit down and look at magazines or well-illustrated books on these subjects.

2. Magazines and newspapers.

   A few of these may be familar to your students, but most public libraries subscribe to dozens of periodicals, some of which will be of special interest. Moreover, many magazines are so well-

illustrated that they can be enjoyed even by beginning readers.

3. Reference books.

These can be the basis for countless library visits. Your students need to know that many of their information needs can be answered at the library. Start with dictionaries, encyclopedias, and almanacs, and don't try to do too much in any one visit. As your students' skills improve, move on to information on specific subjects. At this stage, you should begin to use a periodical index, which will help you find articles on specific topics in magazines. Arrange in advance for a library staff member to help you and your students learn to use these helpful tools.

4. The catalog.

This is the key to the library. When your students know how to look for books in the catalog and locate them on the shelves, they can use the library independently.

5. Specific information.

Keep track of the questions and interests of your students, and make them into library projects. In early visits, you may need to find the answers for them. Later, you may assign specific tasks to students. Short, factual questions are easiest for beginning assignments. Sports statistics, biographical information, recipes, or movie reviews are good examples. Later, more complex questions on topics like nutrition, legal rights, or money management might be investigated. The most difficult assignment is to locate information on one topic in several sources. Always use student needs and interests as the basis for such assignments.

6. Special library services.

Some public libraries have career counselling services, job lines, and learners advisory services. Many libraries have recordings and films that can be borrowed. Some libraries have computers for public use. Ask the library staff about special programs that will be of interest to you and your students. Some libraries have informative, entertaining programs on

topics as diverse as home repair, old movies, and money management.

As you can see, library lessons can take up a great deal of time and energy. They are worth all of your efforts, however, because your students need to know how to continue to use and improve their learning skills, regardless of whether or not they intend to continue formal education.

Here are a few more suggestions:

- Get a library card for you and your students, preferably on the first visit. Avoid embarrassing your students -- know what information will be requested on the application and help them gather that information in advance.
- Do not be embarrassed if you don't know everything there is to know about your public library. The staff is employed to help you. Library lessons will give you a chance to learn and grow with your students.